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ABSTRACT

This collection of papers discusses homophobia in the field of education and challenges established practices and theories. Chapters are: (1) "Constructing Knowledge: Educational Research and Gay and Lesbian Studies" (W. G. Tierney, P. Dilley); (2) "A Generational and Theoretical Analysis of Culture and Male (Homo)sexuality" (J. T. Sears); (3) "Who Am I? Gay Identity and a Democratic Politics of the Self" (D. Carlson); (4) "Remember When All the Cars Were Fords and All the Lesbians Were Women? Some Notes on Identity, Mobility, and Capital" (E. Meiners); (5) "Queering/Querying Pedagogy? Or, Pedagogy Is a Pretty Queer Thing" (S. Luhmann); (6) "Queer Texts and Performativity: Zora, Rap, and Community" (R. Walcott); (7) "(Queer) Youth as Political and Pedagogical" (N. Rodriguez); (8) "Appropriating Queerness: Hollywood Sanitation" (S. R. Steinberg); (9) "Telling Tales of Surprise" (D. Sumara, B. Davis); (10) "Understanding Curriculum as Gender Text: Notes on Reproduction, Resistance, and Male-Male Relations" (W. F. Pinar); (11) "From the Ridiculous to the Sublime: On Finding Oneself in Educational Research" (S. de Castell, M. Bryson); (12) "Carnal Knowledge: Re-Searching (through) the Sexual Body" (K. G. Honeychurch); (13) "Unresting the Curriculum: Queer Projects, Queer Imaginings" (M. Morris); (14) "Queering the Gaze" (M. A. Doll); (15) "Fantasizing Women in the Women's Studies Classroom: Toward a Symptomatic Reading of Negation" (A. J. Pitt); (16) "On Some Psychical Consequences of AIDS Education" (D. P. Britzman); (17) "We 'Were Already Ticking and Didn't Even Know' [It]: Early AIDS Works" (R. Platizky); (18) "Of Mad Men Who Practice Invention to the Brink of Intelligibility" (W. Haver); and (19) "Autobiography as a Queer Curriculum Practice" (J. L. Miller). (EMK)

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